

PE Central's

PRESENTS TALENA COX'S

Movement Plays

12 Movement Stories for PreK-2 Physical Education Teachers, Parents, and Kids from the Award Winning PE Central Web Site



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PE Central's Movement Plays by Talena Cox (Preschool-1)

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Introduction

Movement plays are stories written for young children to encourage them to learn to move and move to learn. They are for children ages 3-7, although some of the plays may be better for younger children while others will work best with six or seven year olds. Each of the 12 plays includes a series of movement words that are in **bold** and **underlined** (e.g., Susie **jumped high**). These words together represent a vocabulary of basic movements and concepts that will assist young children to begin the journey towards becoming skillful movers. The movement plays can be used in a variety of ways.

The most common way to use them will be for a teacher (or parent) to read them to children while they enact the play using the key movement words (the words that are bold and underlined). Older children can read the plays by themselves or, better yet, read them for a friend who does the movements as a story is read. No doubt as you begin to use the movement plays with children, you will find other ways to encourage children to begin to learn the names for the various movement concepts and skills that form the basis for more complicated movements that will be learned in later years.

Author Biography: Talena Cox

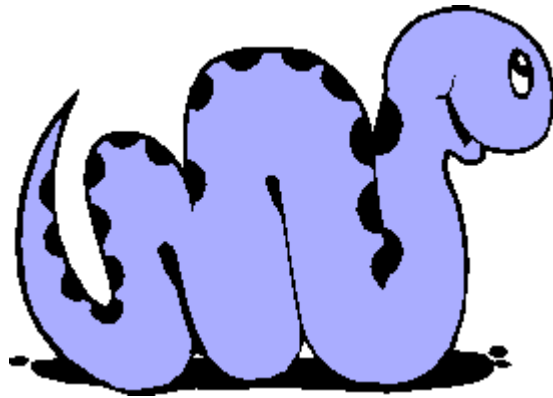
Talena Cox wrote the Movement Plays during her Master's program at Virginia Tech. As part of her degree she taught physical education part time at Margaret Beeks Elementary School in Blacksburg, VA. Each play was written for one of the children in her Kindergarten class.

Lazet Goes to the Zoo

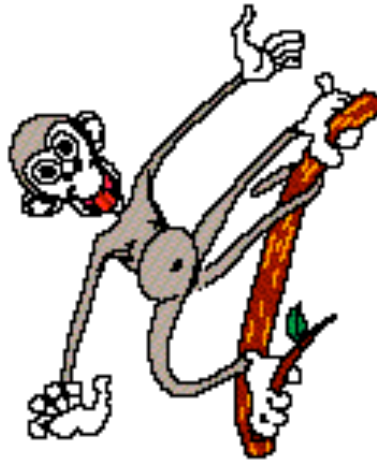
One bright and sunny day Lazet and her class took a trip to the zoo. They were very excited about seeing all of the animals. They lined up in a single line and walked carefully into the gate.



Once inside the gate the first animal they saw was a snake. The whole class got down on their tummies and **crawled** like the snake. They went **forwards** and even crawled **backwards**. They **crawled** until they came upon the next animal.



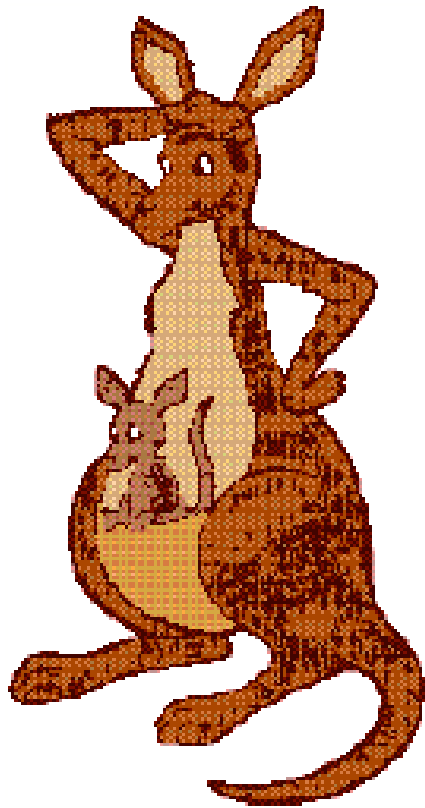
The next animal was a monkey. The monkey was playing in a tree. Lazet climbed up the tree and played with the monkey. She **jumped** from limb to limb following the monkey. The monkey **climbed up** the tree, then **down** the tree. He even **skipped** between the trees. Lazet **skipped** until she came upon the next animal.



The next cage she saw was where the Hippo lived. The hippo had on a ballerina tutu. She was twirling around all over the cage. She **twirled high**, then she **twirled** low. She **twirled forward** and she **twirled backward**. She was careful not to bump into the cage or any other hippos.



The last animal Lazet and her class saw was a kangaroo. The kangaroo had a little baby in her pouch. She was **jumping** around all over the cage. She **jumped** in a **straight path**, then she **jumped** in a **curved path**. She **hopped on one foot** and she even **jumped on two feet**.



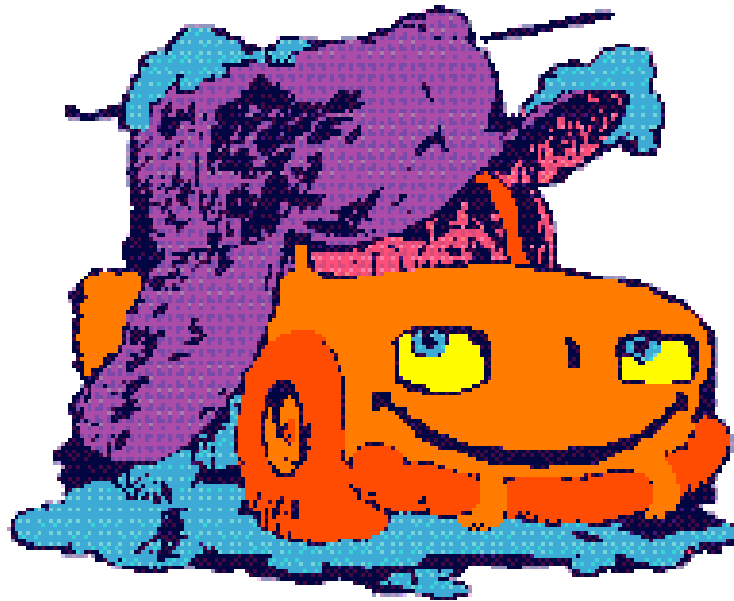
Finally, it was time for Lazet and her class to go back home. They all **walked in a line** and **sat down** at their spots. Lazet had a great time. She and her class loved going to the zoo!

Ted Learns About Speeds

Once upon a time there was a little race car named Ted. He was always getting into trouble wherever he went because he did not know when to go **slow** or when to go **fast**. One day he was going to school and he came across a policeman.



Pete the policeman said, “Hello there Ted. I’ve got an adventure for you. You and I are going to learn about **speeds** today.” They started out going **slowly in a straight pathway**. “You should always start out **slow**,” said Pete. “You never know what might be ahead of you if you don’t”. They continued on in a **straight pathway** until they were in the hallway where Ted went to school.



Pete said, “In the school hallway, you should always go slow. It can be very dangerous sometimes and if you go fast you can hurt yourself.” Ted practiced going slowly in the hallway. He made slow curved pathways. He even made slow zig zag pathways. When he had finished practicing, Pete and Ted continued on their journey.



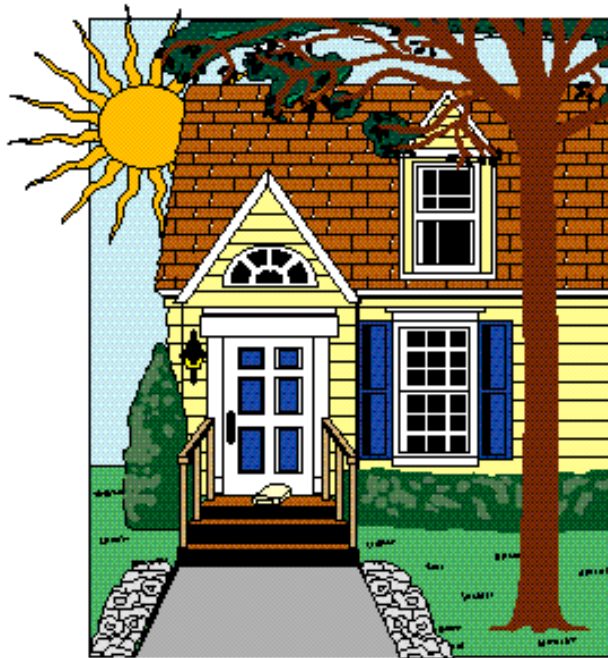
The next place they stopped was an open grassy field. “Which **speed** should I go now?” asked Ted. “Well Ted, since there is nothing around that you could bump into, I think it is safe to go at a **fast speed**” replied Pete. Ted began jogging at a **fast speed**. He started **hopping** at a **fast speed**. When he had practiced enough, he continued on his journey.



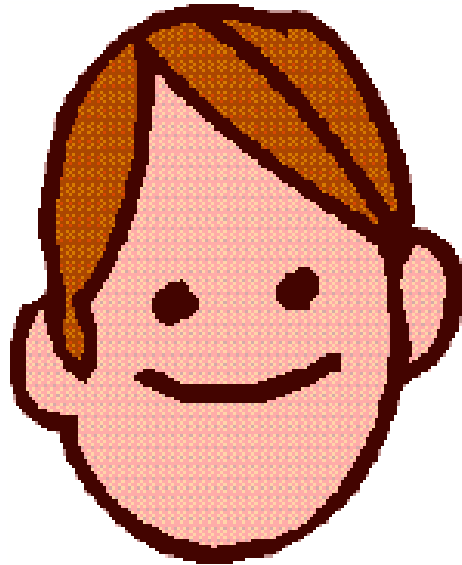
The next stop was the swimming pool. They started **walking** around the pool. “I know what speed I should go at the pool”, said Ted. “I should go **slowly** because the pool deck is wet and I might slip and hurt myself.” “That’s exactly right”, said Pete. Ted moved in a **slow speed** around the pool. He was careful not to fall down into the pool. He had to make **curved pathways** around the edges. When he had practiced enough, he continued on his trip.



Ted started **skipping** and ended up at his house. “How about my yard” asked Ted. “Can I go in a **fast speed** there?” “Yes, I think that is a good place to go **fast** as long as you don’t go into the street”, replied Pete. Ted started **jumping** and **running** all over the yard. He moved very **fast**, but was careful not to get close to the street.



“Well Ted, I think you know all about **speeds** now. You did a great job today learning about all the places to go **fast** and **slow**”, said Pete. Ted was very happy and walked into his house and **sat down** at his spot. He now knew where he could go **fast** and where he could go **slowly** while being safe.

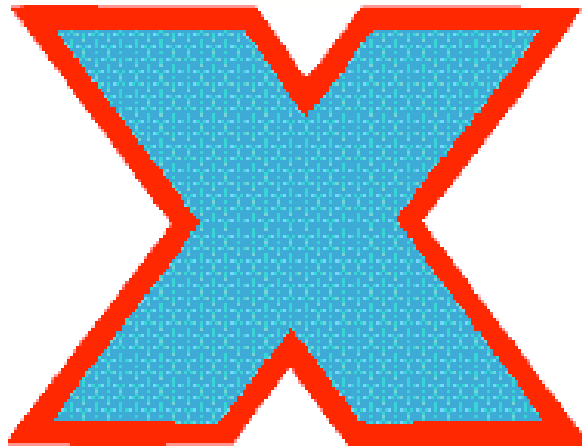


Phillip Learns the Rules

Once upon a time there was a little turtle named Phillip. He was a new student in PE class. Today was his first day of school. He **walked** quietly to his spot the teacher had given him. Today he was going to learn how important it was to follow the rules.

Phillip sat in his spot with his legs crossed. The teacher had decided today was Phillip's day. Today he was going to learn all of the rules. Phillip learned that he never moved from his spot until the teacher said "GO". They practiced. The teacher said "GO" and Phillip and his class **stood up** and **walked slowly** to his own space. He didn't even touch anyone!

Phillip's
Spot



Next, the teacher told Phillip about the word "FREEZE". Whenever he heard the word "FREEZE", he **stopped** everything he was doing. So they practiced again. The teacher said "GO" and everyone began to **gallop**. Suddenly, they heard "FREEZE"! Instantly, he **stopped** what he was doing and didn't even move a muscle. The teacher was so happy with the class.



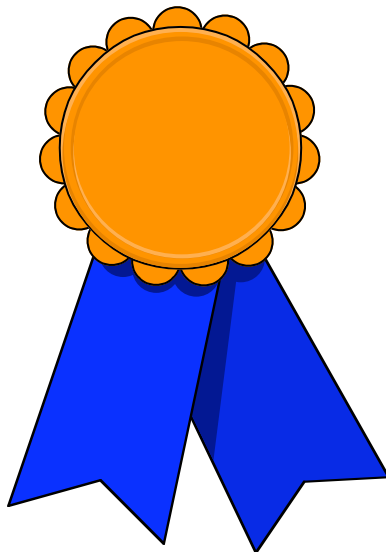
This time the teacher talked about what to do if you have a piece of equipment in your hand and you hear "FREEZE". When the teacher said "GO", everyone would **walk** over and get a ball and **dribble** it in his or her own **self-space**. Phillip waited until he heard the teacher say, "GO". He **dribbled** around the room until he heard "FREEZE". He **stopped** and put his ball between his feet. He even looked straight at the teacher. The teacher was so happy that everyone followed the rules.



The most important rule was yet to come. Phillip had heard the other kids talking about this rule. The teacher said if anyone touched, then someone might get hurt. Everyone had to try their best not to touch anybody else. The class remained very still. When they heard go, they were going to **move around at a medium speed**, but not touching anybody else. The teacher said “GO” and they began to move. The teacher said “FREEZE” and everyone stopped. The teacher was wearing a big smile because everyone had done a great job!



The last rule Phillip had to learn was how to **walk** over to his spot nicely and **sit down**. The teacher said to remember all of the other rules when they practiced this one. When they heard “GO” they were to **walk slowly** over to their spots and sit nicely with legs crossed, looking forward at the teacher. Finally the teacher said “GO” and the class **walked** to their spots and sat down. Every person was sitting with their legs crossed and looking at the teacher. The teacher was so happy with Phillip and the whole class that they were given the #1 Class Award. They were the best in the whole school!!



Caitlin's Play Day

Once upon a time there was a butterfly named Caitlin. She was a pretty butterfly with lots of beautiful colors. She did not have to go to school today, so she was going to play in her yard all day. She **flew at a slow speed** and then she would start **moving faster**.



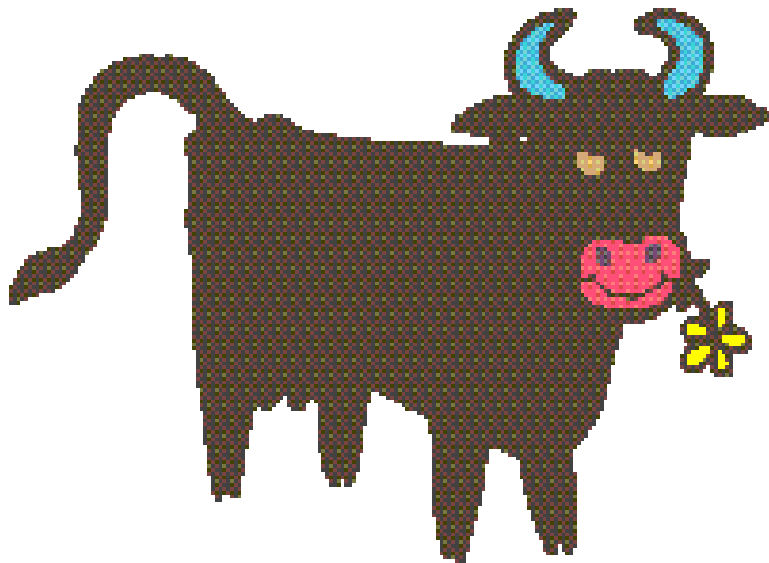
She liked to fly **forwards** and sometimes she even flew **backwards**. When she flew **backwards**, she was careful to look over her shoulder and not bump into any trees.



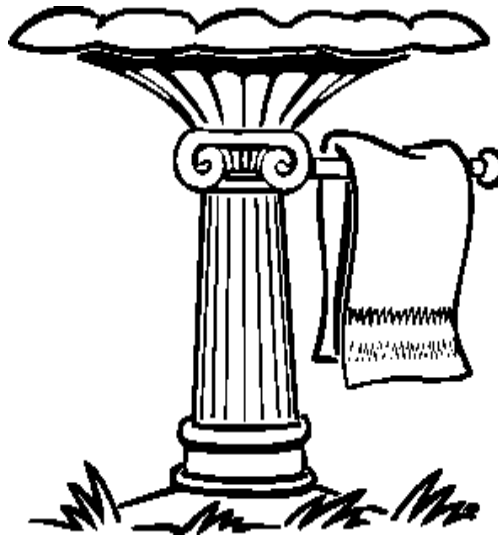
Caitlin had to be very careful, because the neighbor's cat loved to **chase** her. Suddenly the cat **jumped** out of the bushes and **chased** her. She had to **fly at a very high level** so the cat could not catch her!



Finally the cat left and Caitlin could move down on a **medium level**. She decided to go over to see Bessie the cow. She liked to ride on Bessie's back. She got down on her hands and knees and tried to keep her **balance**. It was hard, but she didn't fall off. She moved from **side to side**, but still she didn't fall down--she could **balance** on Bessie's back.



Caitlin decided it was time to get clean. She **flew** over to the birdbath in the middle of the yard. She **flew in and out** of the water in the birdbath. After she was completely wet, she began to **shake** off all of the water.



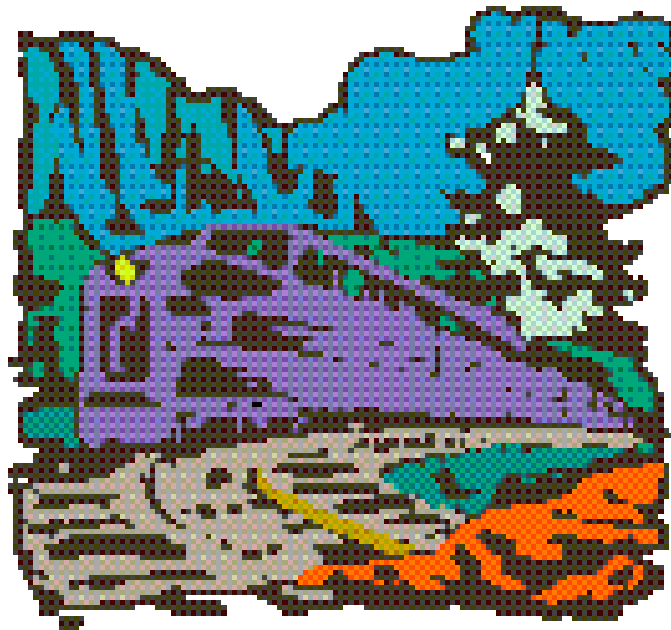
When she was dry, she knew it was time to go home. She **flew in a straight pathway** all of the way to her home. **Softly, she landed** down in her spot and sat down. She sure had fun playing in her yard.



Cara's Big Trip

Once upon a time there was a choo-choo train named Cara. She practiced her skills everyday. She moved her train in a **slow straight pathway** on the tracks. **Slowly**, she got **faster** until she could keep control of her train and not fall off the track. She would **slow down** and practice going **backwards** and **forwards**.

One day she got a job. She had to take a trip to the next town. She was very excited. She pulled onto the tracks and began at a **medium speed**. Cara realized this was going to be a long trip and since she had never been this way before, she slowed down to a **slow speed**. She came upon a hill. She had to **work really hard** to get up the hill. She used a **strong force** and finally she made it to the top of the hill.



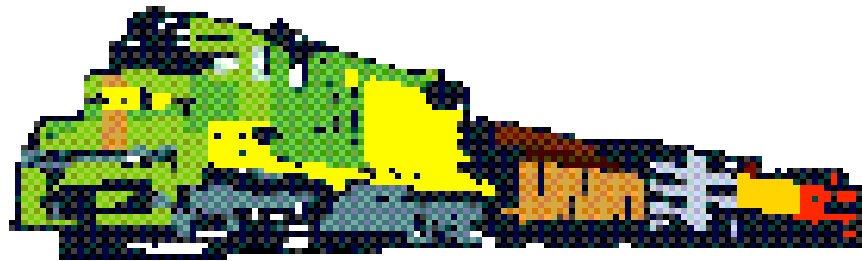
She **coasted** down the other side of the hill using a **light force**. She continued on her trip at a **medium speed** until she came upon a smaller train. The train would not start and needed a ride to the next station. Cara connected herself to the train and began moving. She **moved much slower** because she had to **pull** another train behind her. She used a **strong force** to **pull** the train.



She continued on her way until she saw something else ahead on the track. She **slowed down** and saw another train that was not moving. This train was much bigger than Cara. She knew it was going to take a **strong force** to move this train. She connected herself to the train and tried to move, only this time, she didn't move at all. She tried and she tried, but it wouldn't move. She tried one more time and gave it her best shot. **Slowly**, the train began to move. She was using a really **strong force**. **Slowly**, she **pulled** both trains along the track.



The next stop was just ahead, but she was almost out of strength. Cara **pulled** and **pulled** until she made it to the next stop. She disconnected the two trains and continued on her trip. This time she felt much **lighter**. She could move **quickly** because she didn't have to **pull** anything else. She used a **light force** all the way to the next town. She made **curved pathways** on the track.



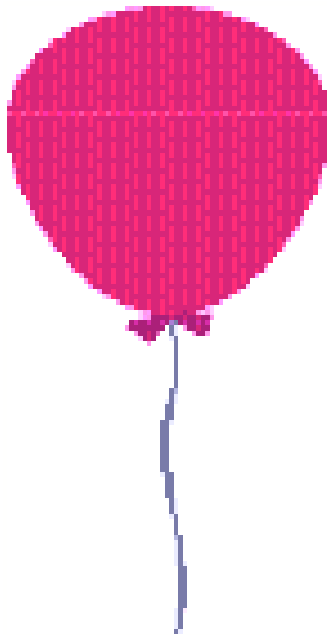
She moved in **fast speed** all the way to her spot in the garage. She pulled her train into her spot and rested. Cara learned all about strong and light forces on her trip and she couldn't wait to tell her friends.

Devin Goes to the Balloon Factory

One day Devin took a trip to the balloon factory. She walked up the curved sidewalk at a medium speed. She walked up to the door and pulled it open. She walked in the building in a straight pathway at a slow speed. She was very excited about being in the balloon factory. She wanted to make all of the shapes of the balloons.



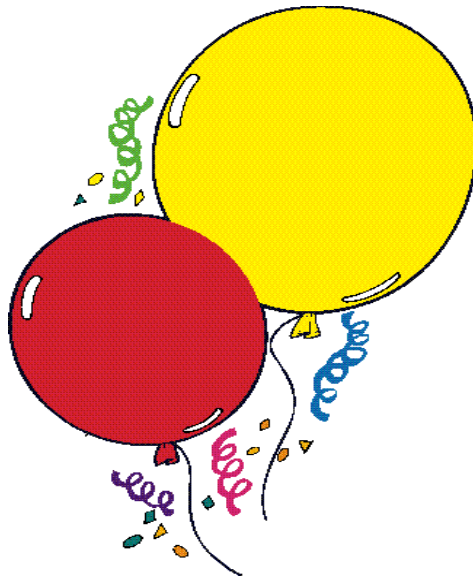
The first balloon she saw was a round balloon. The balloon **floated softly** at a **low level**. The round balloon raised up to a **medium level**. Then the round balloon kept going from a **high level** to a **low level**. It changed **levels** four times. When the balloon had moved at different levels, it rested at a **low level**.



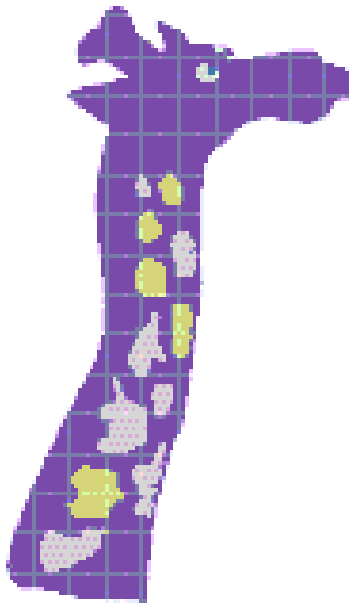
Devin walked into the next room at a **medium speed**. This time she saw a **narrow balloon**. The **narrow balloon** blew **sideways** in one direction. Then it moved **sideways** in the other direction. The balloon blew all around the room at **different levels and speeds**.



The next balloon was a **wide balloon**. It took up almost all of the space in the room. The balloon **bounced** from **side to side**, without bumping into anything else in the room. The wide balloon moved in **slow zig zags**. Then it moved in a **straight pathway** at a **fast speed**. Finally, the wide balloon **rose up to the ceiling**.



Devin continued to **walk** into the last room in the factory. This was where all the balloon animals were! They were all **twisted balloons**. The first balloon animal she saw was a giraffe. She made her body like a giraffe and held it for five seconds. One, two, three, four, five.



The next balloon animal she saw was a puppy. She made her body **twisted** like a puppy. Again, she held it for five seconds. One, two, three, four, five.



Devin **walked** over to the third balloon and was puzzled at what she saw. It wasn't made into any shape at all. Underneath was a sign that read, "Make your own balloon animal". Devin made a different and really neat balloon animal. It was unlike any other balloon in the factory. She held her shape for five seconds. One, two, three, four, five.



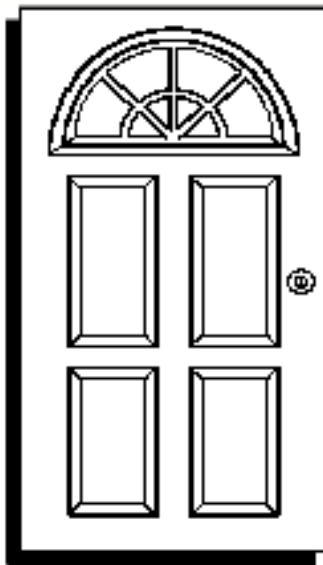
It was time to go home. Devin **walked** out of the factory at a **slow speed**. When she got to the sidewalk, she **skipped** all the way to her home. She sat down in her spot. She remained very quiet and thought about her trip. She had a great time!



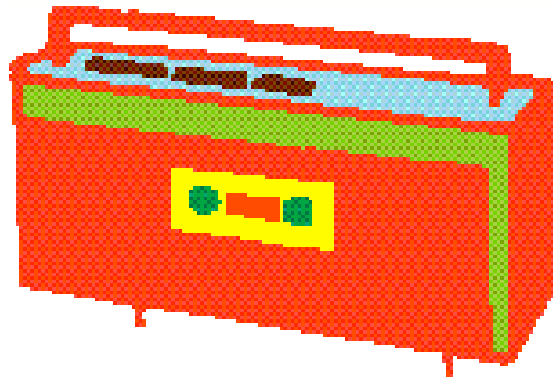
Katie Cleans Her Room

Once upon a time there was a little girl named Katie. Katie was in trouble with her parents because she always kept her room messy. Katie sat patiently in her spot listening to her mother talk. “Katie, today you are going to clean your room” said her mother.

Katie **quietly** got up from her spot and went to her room. She moved very **slowly** and took one step at a time. She wanted to take up as much time as she could. Suddenly her mom yelled “HURRY UP!” She moved in a **fast speed**. She **galloped** over and opened the door and peaked in. It was a mess. Everything was out of place.



Katie noticed a note on her stereo. She **walked** over to see what it said. The note said, "Don't be sad, cleaning your room should be fun. I know how to make it fun. Push 'play' on the stereo and you will find out." Katie **reached** all the way up on a **high level** and **pushed** the play button. **Quietly** she stood still waiting for the music to begin.

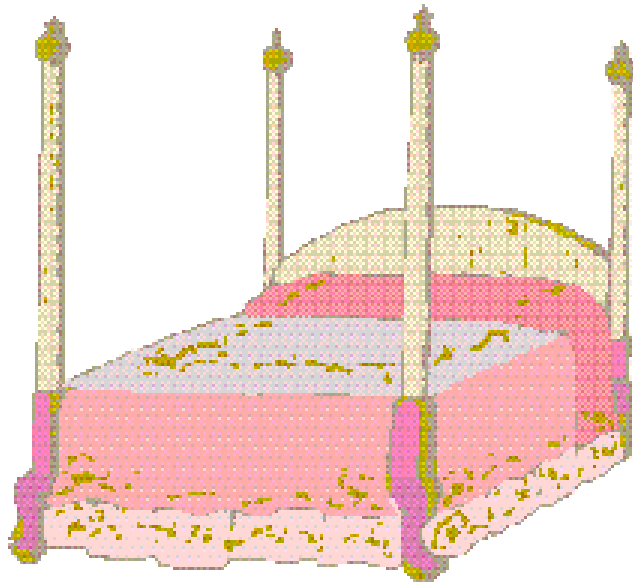


All of the sudden the music began. Her body began to **wiggle all over**. She was careful not to make a sound because she did not want her mom to know she was having fun. She **wiggled her arms**. She **wiggled her legs**. Then she **wiggled her whole body**.

She **danced** over and picked up a shirt. She held the shirt and **hopped over** and put it in the clothes basket. She saw a pair of pants. She put the pants in a **high level** and **danced** with her feet. She **danced** over to her closet and hung up her pants. She cleaned her whole room as she **danced** and **moved her body in lots of different ways**. She picked up socks, shorts, and sweaters.



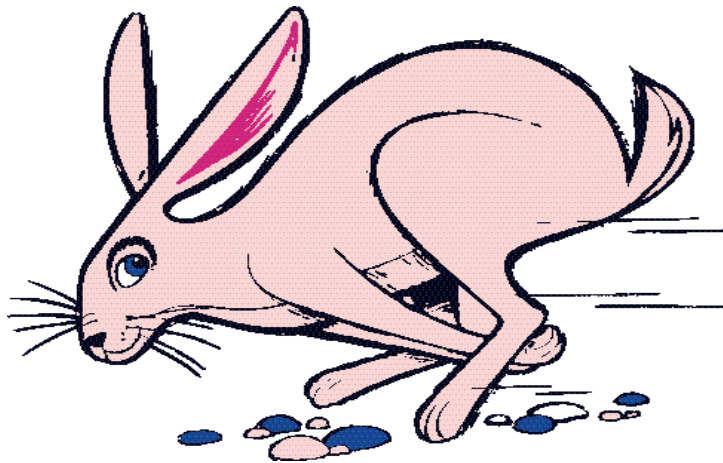
She decided to make her bed. She **pulled** the sheets over her bed as she moved **forward**. She even smoothed out all of the wrinkles in her blanket as she **moved backwards**. She **threw** her bedspread upward, but carefully held on to it as it **fell downward** on the bed. She **hugged** her pillow and **danced** around. Carefully she placed it on her bed.



Finally, the music stopped. Katie looked all around. Her room was clean! She **jumped up and down**. She even clapped her hands. She got on the floor and **crawled** on her belly like a snake all the way to her spot. She **sat down** and knew she had done a great job. She was very proud of herself. Wow, was she tired!

Kristen's Adventures in the Forest

One day Kristen was walking home from school in a straight pathway. Suddenly she came upon a bunny rabbit. The bunny turned and hopped away. Kristen began hopping and followed the bunny into the forest.



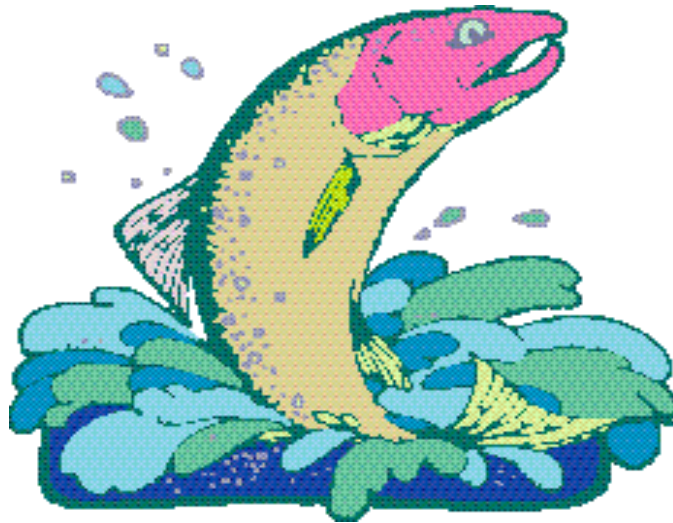
Suddenly, she heard someone say, “Freeze!” Kristen **stopped** and **looked forward and backward**. She even looked **sideways** in one direction and **sideways** in the other direction. When she looked **upward**, she saw a bird.



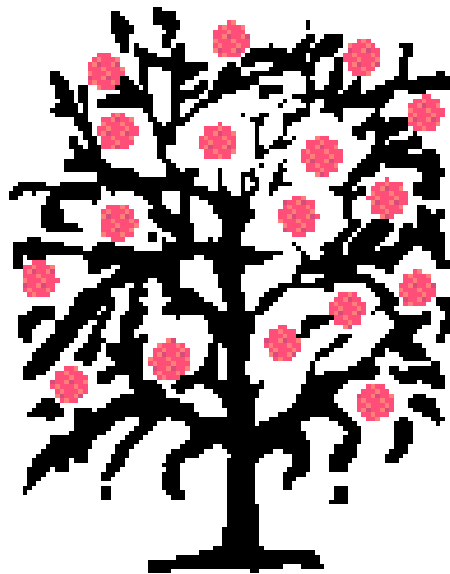
The bird began to **fly**. Kristen put her arms out and began to **fly in a slow speed**. She made a **big curved pathway**. Then she made a **small pathway**. The bird began to fly **faster**, so Kristen went at a **fast speed** in a **straight pathway**.



Suddenly she heard someone say “Freeze!” She got down on a **medium level** and looked into the pond. She saw a fish **swimming backwards**. Kristen began moving **backwards**, but she was careful to look over her shoulder to make sure she didn’t bump into any trees. The fish started to **swim in zig zag patterns**. Kristen made lots of different **zig zags, big ones, and small ones**. She did a different **zig zag** every time!



Suddenly, Kristen became very hungry. She spotted an apple tree. She **reached up** on a **high level**, but she could not **reach** it. She **jumped upwards**, but still could not **reach** the apple. She tried one more time, but this time she started at a **low level**. She **jumped up** to a **high level** and picked the apple. She put the apple in her pocket.



Suddenly it started to rain. Kristen knew she should go home. Kristen **jogged** at a **medium speed** all the way to her house. When she got home, she **sat down** at her spot. She had a great time in the forest!

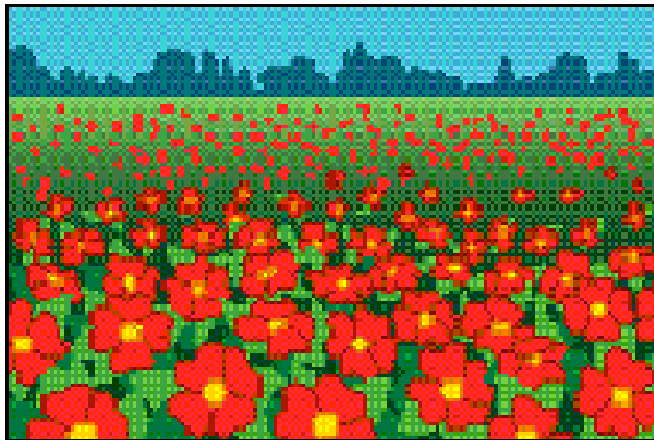


Margaret Loses her Quack

Once upon a time there was a duck named Margaret. Margaret loved to play in a big pond near her house. She would **waddle slowly**. She would **waddle** at a **fast speed**. Soon, she would get tired and **waddle** at a **medium speed**. When it was time to go home, she took a nap on her bed.



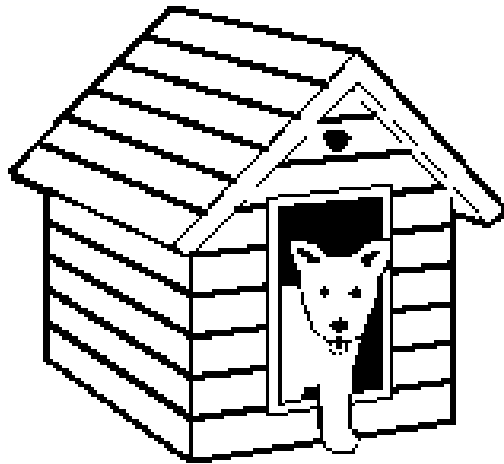
One morning she woke up and she could not quack. She had lost her voice. She opened her mouth, but nothing came out. Margaret wanted to find out where she had lost her voice, so she set out to look for it. She **walked** over the hill to the grassy field. She **got down on her belly** and picked up a rock. She looked **under** it and then looked **under** every rock. But her voice was not there.



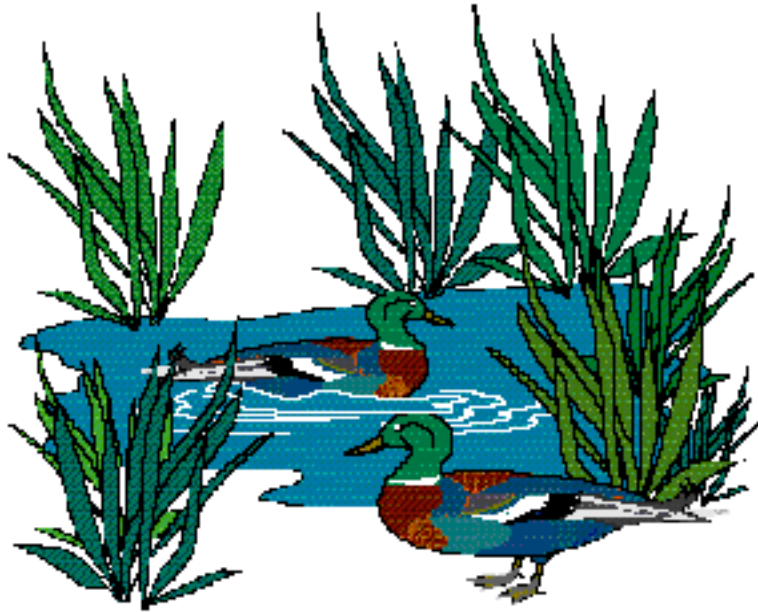
She **skipped** over to the big tree and **climbed** up to the very top. Her voice still was not there. She even **dug** in the dirt to see if it was buried there. She **dug** hole after hole, but still did not find her voice.



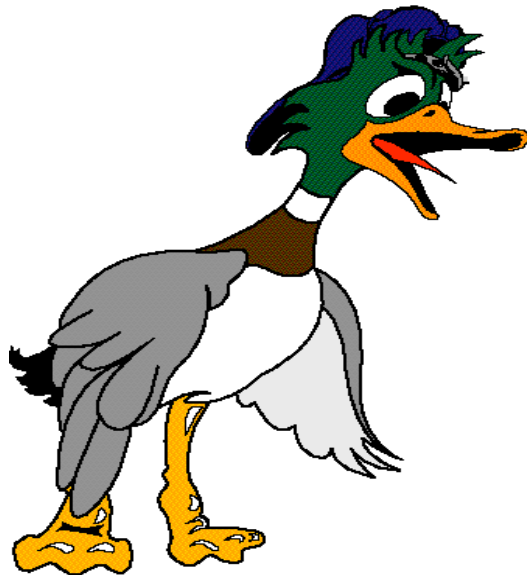
She **quietly sneaked** over to the farmer's dog house to see if it was there. She was careful not to make noise with her feet, because if the dog heard her he would surely chase her. She looked **inside** the dog house, but still could not find her quack.



She began **skipping** and came upon a mud puddle. She **skipped around** the mud puddle careful not to get dirty. She knew she would be in trouble if she did. She **hopped** to the pond and **swam all around** the water, but she could not find it. She **walked backwards** to see if it was **behind** her, but it was not. She continued on her journey searching everywhere for her voice.



It began to get cold. She **walked at a medium speed** and put her hands in her pockets to keep them warm. She felt something in her pocket and pulled it out. It was her voice! She put it on and **skipped** and quacked all the way home to her spot. She **sat down**. She was so glad she had found her quack!

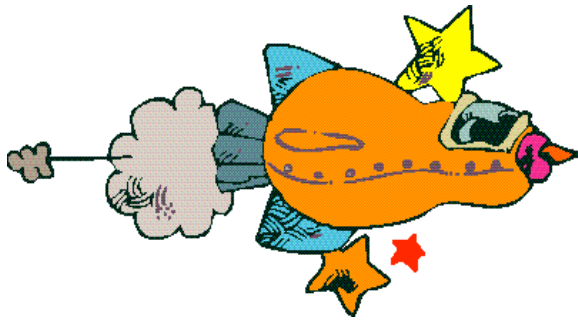


Robin's Trip to the Moon

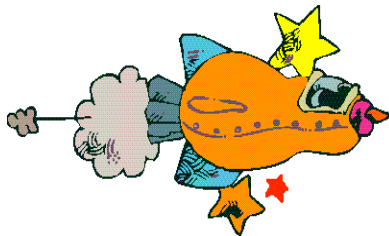
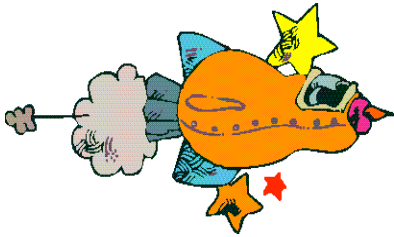
Once upon a time there was a little spaceship named Robin. Her dream was to **fly** to the moon one day. She always parked in her spot in the garage waiting for her big trip.



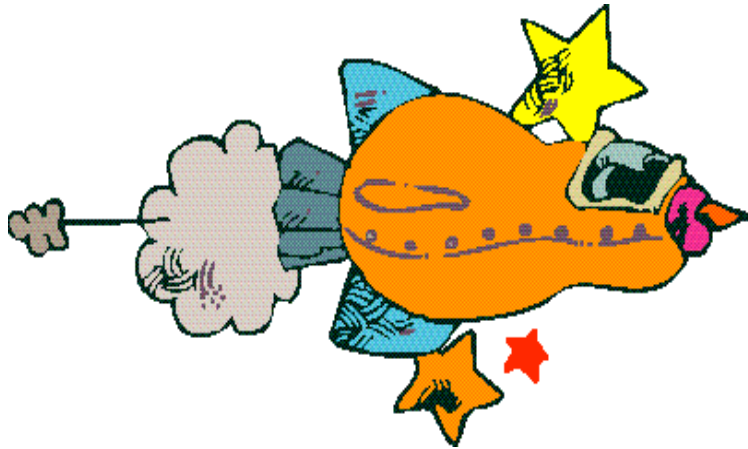
Each day she would practice her skills. First she would practice **taking off**. She got very **low to the ground**. She counted, **3, 2, 1, BLAST OFF!**, then she would **shoot straight up** to the sky. **Slowly she sank** and **landed softly** on the ground in the same spot where she had started.



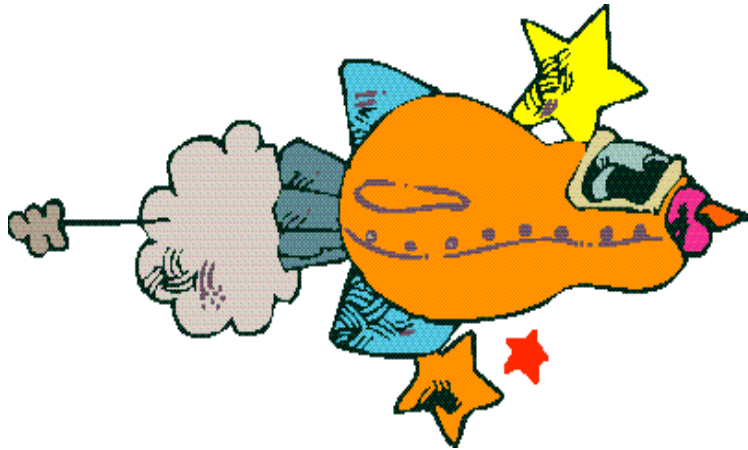
Next, she practiced her pathways on the runway. **Slowly**, she drove her spaceship in a **big curved pathway**. Next, she would practice **small curved pathways**. She made **zig zags at medium speed**. Then she would do **straight pathways in fast speed**. Quietly, she **skipped** back to her spot in the garage to rest.



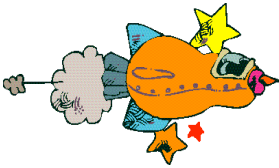
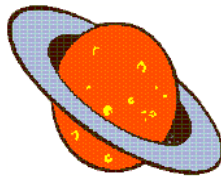
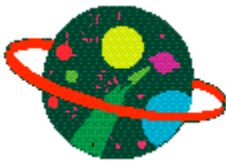
One day, Robin was told she was going to fly to the moon. She had been practicing so hard and she knew she was ready. She **moved forward in a straight pathway** to the launch pad. Robin **moved backwards** until she was away from all of the other spaceships.



Just like she had practiced, she got **very low to the ground**. She remained very still and listened to the countdown. **3,2,1, BLASTOFF!** Robin **shot up** to the sky. She started out flying in a **straight pathway at a fast speed**. Then she **slowed down** and began **traveling at a medium speed**.



She **moved** in a **curved pathway** so she would not hit any planets in her way. Finally, she saw the moon ahead, so she **moved** at a **slow speed**. She **moved backwards** to her spot on the moon. **Slowly, she sank** to her spot on the moon. Robin was very happy, she clapped her wings together. Her trip to the moon was a success!

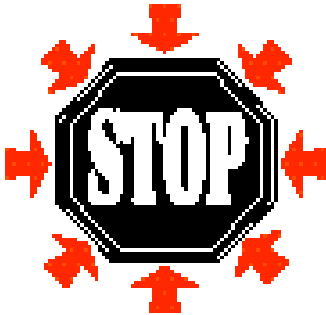


Stephan Learns About Fire Safety

One day at school, Stephan and his class went to a special program. They learned about fire safety. He **walked** with his class down the hall to the auditorium in a **straight pathway**. He **traveled** at a **slow speed** and used **curved pathways**. When he got to the room he **walked** in **quietly**. He **sat down** and listened to the speaker, Fred the Fireman.



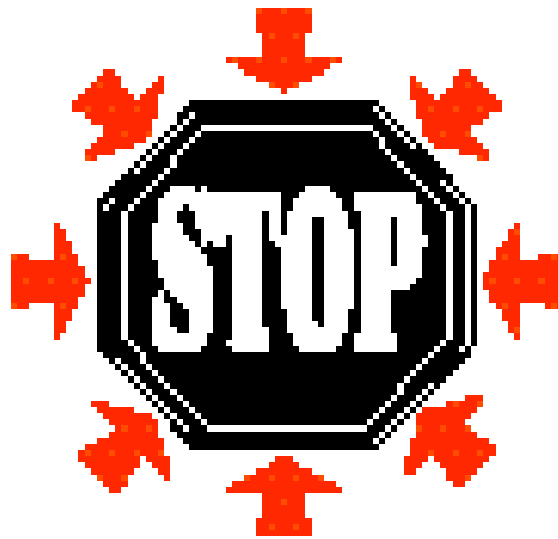
Fred was talking about what to do if your clothes ever catch on fire. He asked Stephan and his class to repeat what he said, “Stop, drop, & roll.” The class repeated and said “Stop, drop, & roll.” Fred then asked the class to **stand up** and get in their own **personal space**. When everyone was not touching anyone else, Fred began to talk.



D
R
O
P

ROLL

Fred said, “Today we are going to learn about what to do in a fire. If you are ever somewhere and your clothes catch on fire, it is important to stop moving because moving around makes the fire bigger. When I say "GO", start walking and when I say "STOP", freeze right where you are. Everyone started **walking** around. They **walked forwards**. Some people in the class even **walked sideways**.



Suddenly they heard "STOP"! Everyone froze and didn't move an inch. "Great job" said Fred. "The next step is to put the fire out, so we must **drop to the ground**. When I say "GO", I want you to **drop to the ground into a low level**. **Make your body as flat** on the floor as possible. Ready, "GO"! Everyone **dropped** immediately to the floor and remained **still**. "Great!" said Fred.

D

R

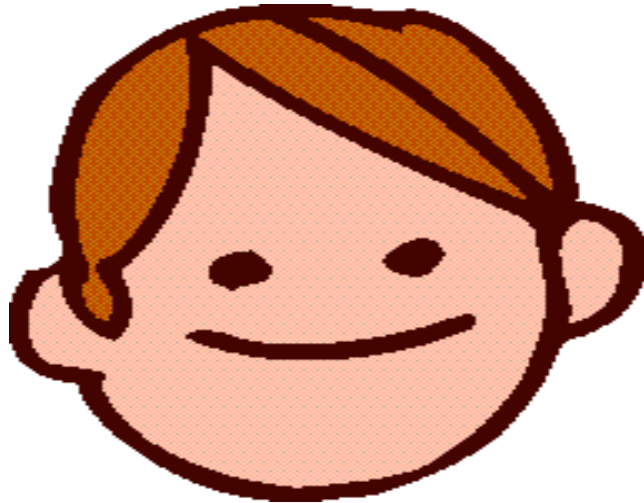
O

P

“Now for the last step. In order to put out the fire completely, we must **roll** on the ground. This time I want you to **log roll**. This means you are going to **roll in a straight line**. You want to keep your legs together. When I say "GO", I want you to roll three rolls without touching anyone else. Ready, GO!” The class **rolled** and **stopped** after three rolls. “I am so proud of everyone! You have now learned what to do in case your clothes ever catch on fire.”

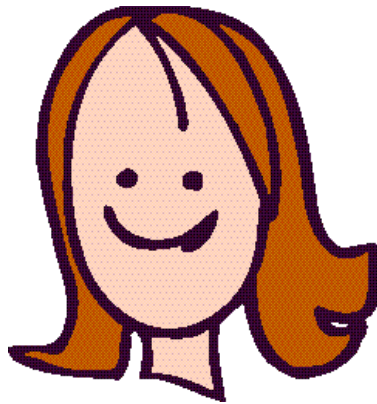
ROLL

“Just to make sure you know, when I say "GO" repeat the three words. "GO"! Stop, drop, & roll! I think you have it. Let’s do the actions. When I say "GO", pretend you are on fire and put it out. "GO"! **Stop, drop, & roll!** Great job.” Stephan felt good. He **stood up** and **walked** back to his classroom in a **straight pathway**. He even began **skipping at a slow speed**. When he got to his classroom he **quietly sat down** at his spot. Stephan and his class knew he would be prepared if a fire ever happened!

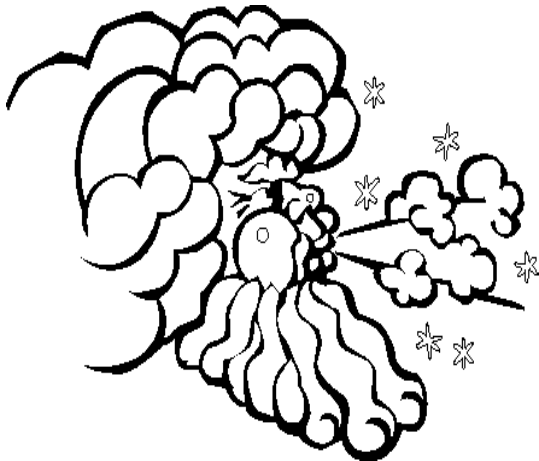


Emily Follows a Leaf

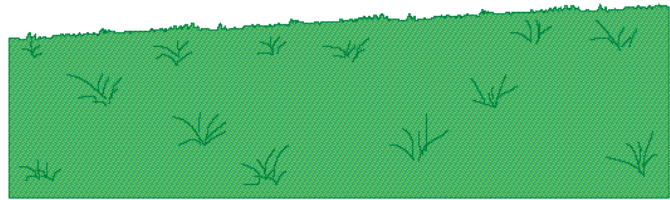
One day Emily was **walking** in a big field. Suddenly a leaf came **floating** by. Emily **followed** the leaf and did everything the leaf did. The leaf **floated down to a medium level.**



Staying at a medium level the leaf blew **backwards**. Emily was very careful to look **behind** her and not bump into any trees. A big gust of wind came by and blew the leaf to a **low level**. The leaf **moved slowly forward**.



The leaf kept going and going until it **fell softly** to the ground. The leaf lay **quiet and still** on the ground. Suddenly, another gust of wind came by and blew the leaf **upwards**.



Slowly, the leaf began to **fall** to the ground. The leaf **fell to a medium level**. The leaf **turned backwards**. The leaf started to **turn slow circles**. The leaf **turned and turned** until it was in a **low level**.



The leaf began to move **backwards** while staying at a **low level**. Quietly, the leaf **fell** to the ground. Another gust of wind blew the leaf in lots of **different pathways, speeds, levels, and directions**. Finally, it was time to go home. Emily made lots of **different pathways** all the way home. When she got home, she realized how tired she was. She **slowly** sat down in her home. Emily had a great time being a leaf!

